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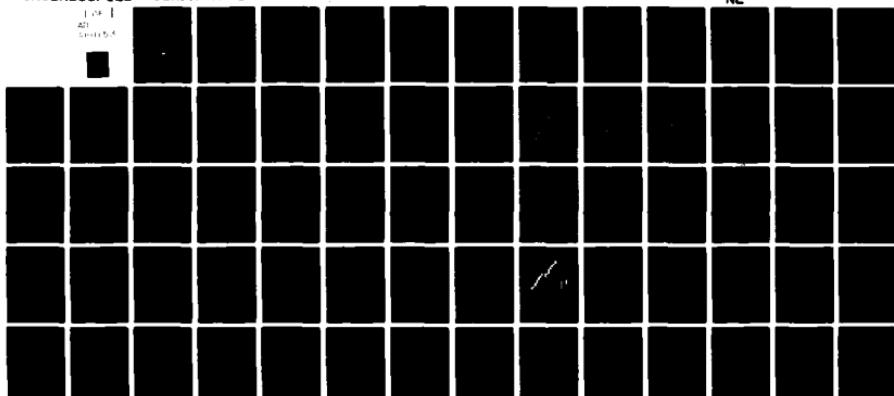
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SKILLS FOR ACADEMIC IMPROVEMENT:  
A GUIDE FOR HOW-TO-STUDY COUNSELORS

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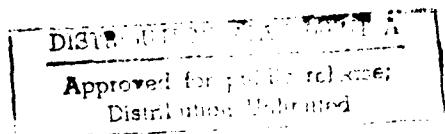
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USAF ACADEMY, COLORADO 80840

JUNE 1981



DEAN OF THE FACULTY  
UNITED STATES AIR FORCE ACADEMY  
COLORADO 80840



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Editorial Review by Major Leo Finkelstein  
Department of English  
USAF Academy, Colorado 80840

This research report is presented as a competent treatment of the subject, worthy of publication. The United States Air Force Academy vouches for the quality of the research, without necessarily endorsing the opinions and conclusions of the authors.

This report has been cleared for open publication and/or public release by the appropriate Office of Information in accordance with AFR 190-17 and AFR 12-30. There is no objection to unlimited distribution of this report to the public at large, or by DDC to the National Technical Information Service.

This research report has been reviewed and is approved for publication.

*M. D. Bacon*

M. D. BACON, Colonel, USAF  
Director of Research and  
Continuing Education

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## PREFACE

The authors acknowledge Colonel Dirk Prather who first established the How-to-Study Program in 1972 and Dr. John Bermudez who wrote the first How-to-Study Handbook.

The contents are adapted in part from Literature Review, Treatment Manuals, and Bibliography for Study Skills Counseling and Behavioral Self-Control Approaches to Improving Study Behavior by Alan M. Groveman, C. Steven Richards, and Richard B. Caple of the University of Missouri, Columbia, Missouri. This report is an update of Frank J. Seiler Technical Report FJSRL-TR-80-0016, July 1980.

The authors are grateful for the contributions of several individuals: Captain Rayolyn McKelvey, Assistant Professor of English, wrote the lessons titled Listening and Memory; Captain Alan Klayton, Associate Professor of Electrical Engineering, assisted with the lessons titled Problem Solving and Motivation; Dr. Jon M. Hasbrouck, Chief, Speech/Language Rehabilitation Section, Fitzsimons Army Medical Center, provided the section titled Impact of Auditory Perceptions on Learning Disabilities.

The authors are also indebted to Mrs. Helen Wilson and Mrs. Marie Sherbo for their advice, suggestions, and timely administrative support in the preparation of this Handbook.

June 1981

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## INTRODUCTION

This Handbook has as its basis three premises about the study behavior of cadets:

1. Planning and scheduling efficient study behavior involves analytical or procedural skills and techniques which are not a part of the behavioral repertoire of some students. The counselor can lead the cadet to adopt useful time and work management habits, skills and techniques.
2. A sufficient number of these skills and techniques can be identified and taught to less experienced cadets by the counselor. Using appropriate techniques, the counselor can help the cadet to change ineffective study habits.
3. The ultimate objective of the counselor/cadet relationship is to help the cadet increase in self-awareness and self-reliance. The counselor must try to avoid overly dependent relationships which could deprive more needy students of counselor help.

Successful study improvement programs have at least three characteristics:

1. The programs require at least ten contact hours distributed over eight or more continuous weeks.
2. Program treatments include prescriptive techniques that involve self-monitoring techniques as well as study skills instruction and advice. These treatments are provided by a counselor who cares but does not overly emphasize friendship and companionship.

3. Ideally, both students and counselors are volunteers.

Simply joining the program will not increase the student's grades. The cadet must be committed to try new techniques, and the counselor must be committed to help the cadet overcome his or her ineffective study behaviors.

## IMPACT OF AUDITORY PERCEPTION ON LEARNING DISABILITIES

The clinicians of the Speech Pathology Section of Fitzsimons Army Medical Center evaluate many children and adults with learning disabilities. Frequently, the evaluations indicate that the learning disability is due to an underlying auditory perception disorder. If that is the case, appropriate treatment procedures are undertaken and, in most cases, the learning disability is eliminated or markedly reduced.

It is possible that many USAFA cadets who are having difficulty academically may be suffering from some type of auditory perception disorder. Experience has shown that proper diagnosis and treatment of auditory perception problems in USAFA cadets will result both in improved academic performance for those cadets experiencing academic failure and in a greater number of cadets being retained by the Academy.

Auditory perception involves comprehension of the meaning of auditory stimuli. This is in contrast to auditory reception, which deals with whether or not the person can hear. In the case of auditory perception, we are usually dealing with a person who hears normally, but has some defect in the functioning of the auditory neurological system beyond the ear. Auditory perception consists of essentially eight components, which are:

1. Auditory attention -- recognizing and responding to the presence or absence of sound. Problems may be indicated by instructor observations that a cadet had difficulty "staying with" the flow of lecture material or difficulty attending to information or directions presented in face to face interactions. Cadet reports of frequent "daydreaming" or difficulty following lectures in different classes may be indication of problems with auditory attention.
2. Sound localization -- determining the direction or source of sound. The greatest problem with sound

localization tends to be confusion resulting from inability to find a sound source. In a lecture class, confusion may occur as a cadet seeks to find another cadet asking a question. In the confusion of his search for the source of the question, the first cadet may miss the question and the answer and end up asking the same question later. This type of problem will be magnified in field, athletic, and/or training exercises where multiple or changing sound sources are present. The confusion generated by the search for the sound source may create problems for integration and comprehension of auditory messages.

3. Auditory discrimination -- detecting differences among sounds and recognizing the different speech sounds. Problems may be indicated in a number of ways. Cadets may appear to hear a message and comprehend it, but, in fact, they have completely misunderstood the message. Examples of such confusions might be "wear" for "tear," "he" for "she," "go" for "show," etc. Problems often occur in learning a foreign language. The cadet may not be able to learn the appropriate sounds that go with the letters of the sound/symbol system of the language. Problems become apparent when a cadet reads aloud and mispronounces words. Often, a sentence or short paragraph is presented verbally and a cadet is asked to repeat it verbatim. Problems become apparent when the cadet repeats the sentence(s), but substitutes words that sound like words in the sentence, but change the sentence meaning. Any form of reading disability may reflect a problem in auditory discrimination.
4. Auditory memory -- storing auditory experiences which allows for comparison of past and present auditory stimuli. Memory deficits can occur in either or both short term memory and long term memory functions. Cadets may demonstrate difficulty in remembering strings of numbers, difficulty in following directions for fine motor tasks, difficulty in following directions for gross motor tasks, and/or difficulty in hearing information and picking out and retaining the relevant ideas.
5. Auditory figure-ground -- selecting relevant auditory stimuli from irrelevant background sounds and noise. Problems are evident when a cadet describes or is observed to have difficulty understanding messages in background noise. For cadets with a figure-ground problem, such simple things as sitting near a hallway or window, hearing a pencil drop, hearing paper rustle, or hearing someone else talking or whispering, is enough to impair their ability to study with their hands over their ears or will describe having difficulty studying when radios are on or friends are talking.

6. Auditory closure -- filling in missing elements when an incomplete auditory stimulus is received, such as a sound missing in a word or a word missing in a sentence. This is a difficult area to diagnose without specific testing. Problems may be apparent when a noise or a visual distraction occurs during a lecture and the instructor happens to ask a cadet what was just said. If the cadet can't fill in what he missed during the distraction, he may have auditory closure problems.
7. Sequencing -- putting a series of sounds into correct order both spatially and temporally. Problems in spatial sequencing may be most apparent in cadets' spelling. They may reverse letters and sound groups because they don't have the ability to sequence properly what they have heard. This may be most apparent in writing in English and in a newly learned foreign language. Any reading disability may reflect problems of auditory sequencing. Problems in temporal sequencing appear as difficulty with inflection and intonation patterns in speaking English and/or a foreign language.
8. Synthesizing -- blending sounds together to form a word and/or breaking a word down into separate sound elements. Problems in this area may be apparent when a cadet has difficulty sounding out words. In other words, he exhibits difficulty in breaking a word down into its component sounds either to say it or to spell it. Again, any reading disability may reflect problems in synthesizing.

As already indicated, test batteries are available which allow clinicians to assess the components of auditory perception in depth. Once a problem area has been diagnosed, treatment procedures are available to either eliminate problems in component areas or to teach more effective compensatory skills.

Hopefully, with the information you have provided, you will be able to identify cadets at risk for auditory perceptual problems. They should be referred to the How-to-Study office for further evaluation and treatment/referral.

## VISUAL LEARNING DISABILITIES

In addition to the auditory perception problems, cadets might have visual perception problems. We want to provide our study counselors with some very basic information to help them recognize cadets whose academic problems may be caused by some sort of visual learning disability.

There are three major parts in the visual processing system: the eye muscles, the eye, and the brain which acts as a visual processor. Distinctions must be made between a) eye defects which involve seeing, b) eye defects which involve reading efficiency, and c) visual processing problems which involve reading deficits. Here then are some signs of reading deficit which could mean a visual learning disability exists.

Very slow reading, - usually, learning disabled students take more time to focus upon a visual object. There is a greater amount of effort involved in discriminating words which help to cue the student to remember and understand the material. Learning disabled students will complain of being very slow readers. They will also complain of having great difficulty in comprehending.

Learning disabled students are not able to attend to visual objects as well as the non-disabled students. They process visual information more slowly. They also make more errors in carrying out a task after they have carefully read the instructions. They may seem to act more impulsively in carrying out a task after they have read the instructions.

Learning disabled students spell and write poorly. They will reverse letters and numbers (e.g., "J" for "L," "P" for "9"). They also may reverse whole words (e.g., was-saw).

Cadets who exhibit any of these characteristics, or any of those characteristics described in the previous section, should be referred immediately to the How-to-Study office. They will receive further evaluation to determine whether or not their academic difficulties might be related to some form of a learning disability. Many cadets who have a learning disability can be helped by various remedial programs. Adequate help will greatly facilitate their academic progress.

## GENERAL COUNSELING TIPS

Effective counseling consists of a structured, but accepting relationship that enables the cadet to gain a better self-understanding and an understanding of his/her academic problems. This insight then enables the cadet to take positive steps to change ineffective behaviors.

### TRAITS OF A GOOD COUNSELOR

#### Sincerity

The successful counselor must be sincerely interested in the cadet and his or her problems. The counselor cannot play a role just for the sake of the counseling situation. It is necessary to develop attitudes that will enable a sincere relationship with the cadet. Be sure that you do not make any promises which you will not keep.

#### Acceptance

All of us have a rather strong tendency to judge one another. This is especially true of older persons when dealing with younger ones and of teachers when dealing with students. Counselors must withhold judgment and accept the cadet for what he or she is, not for what we would like for the cadet to be. The counselor should accept the cadet's attitudes and values as having meaning whether or not this meaning is understood. Acceptance does not mean that the counselor approves of the cadet's attitudes and values, but, rather, that they are recognized as important to the individual. Try to avoid being overly influenced by one aspect of the person or his/her problem, and thereby "coloring" the rest of the information.

#### Be a Good Listener

All counseling sessions are for the benefit of the cadet. The

objectives of counseling can be achieved only if the cadet is encouraged to talk and the counselor listens to what the cadet says. The counselor must listen not only attentively to what is being said, but must learn to listen perceptively for what the cadet really means. The counselor must listen from the viewpoint of the cadet. The counselor should ask the question: "How does the cadet view what he or she is saying?"

#### Honor Confidences

Many times in a counseling situation a cadet will disclose confidential information. Respect this confidence; don't be a gossip.

#### Use of Referral Services

Sometimes you may feel there are things with which the cadet cannot or will not cope. On these occasions, the best way you can help the cadet is to make a referral to the HTS office. Check with the student or the HTS office to be sure the cadet followed through with the referral. People in the HTS office have available many specific study aids. They also have the ability to provide more intense help or diagnosis of particular problems. Counselors are encouraged to make greater use of these services.

Test anxiety problems are one area in particular which can benefit from the use of referral services. Counselors should look for indications that the cadet does poorly on examinations even though there has been adequate preparation. Candid self-reports by the cadet in the course of conversation should give a clear indication of the extent of the problem. Cadets who exhibit symptoms of "test anxiety" should be referred to the HTS office for further evaluation.

#### SOME COMMON CAUSES OF COUNSELING FAILURES

1. Failure to listen.

2. Failure to observe the nonverbal communications of the cadet, such as actions, gestures, and tone of voice.
3. Failure to use nonverbal communication tools effectively.
4. Failure to allow for differentials in education, culture, and age.
5. Failure to keep technical or professional words out of the conversation.
6. Failure to give enough time for the cadet to speak his or her piece.
7. Failure to clarify the questions that you ask or try to answer.
8. Failure to think before you speak.
9. Failure to recognize the therapeutic value of conversations by the cadet.
10. Failure to allow the cadet to do most of the talking.

## THE INTERVIEW

### Rapport

The first thing that should be done in the interview is to establish rapport. This is an active form of communication between two persons based on the attitude of acceptance. If this attitude of acceptance is not present, rapport will never be established no matter how long you discuss significant topics nor how comfortable the cadet may become.

### Establish Purpose

Before the cadet comes in, think about what you desire to achieve during this interview. Determine the purpose or objective of the interview. You may want to use the "Counselor's Study Habit and Skill Assessment Record" as a guide. You may want to give the cadet a copy of the "Study Skills Interview Outline". Additional copies of both sheets can be obtained from the How-to-Study Office. The following questions might help you to evaluate the cadet's problems further:

- 1) Why did you enroll in the program?
- 2) What study techniques have previously been unsuccessful?
- 3) What do you expect out of the program?

### Check the Student's Background

Find out all you can about the cadet, e.g., schools attended, test grades, family background, and any other information. This information will assist you to better understand what the cadet says during the interview.

### Facilities

Consider your facilities for the interview. Ideally, they should be private, quiet, comfortable, and free from distractions and interruptions. If you must hold your interviews under less than these ideal conditions, make sure that you are using them to the best advantage.

HOW-TO-STUDY COUNSELOR RECORD

Date \_\_\_\_\_

Name \_\_\_\_\_ Sq \_\_\_\_\_ Ext \_\_\_\_\_

GPA	Fall Prog _____	Spring Prog _____
	Fall EOS _____	Spring EOS _____
	Fall CUM _____	Spring CUM _____

Referral Source \_\_\_\_\_

Current Classes:

1.	3.	5.	7.
2.	4.	6.	8.

Reason the cadet enrolled in the program:

Cadet's perceptions of his or her problems:

Study techniques that have previously been unsuccessful:

What the cadet expects to get out of the program:

Session plan(s)/materials discussed:

Assignments:

Comments:

Next Appointment \_\_\_\_\_

How-to-Study Program - Academic Material

## STUDY SKILLS INTERVIEW OUTLINE

### HOW-TO-STUDY

1. Most Important Items in Learning
  - a. Feedback as to performance
  - b. Repetition
  - c. Readiness
2. Readiness and Feedback
  - a. Same place (do nothing else there)
  - b. Same time (don't sleep or daydream)
  - c. Clock (positive reinforcement - time study - keep daily log)
3. Organization of Material
  - a. Contemplate chapter title and organization
  - b. Stop after reading each paragraph, cover it and recite salient points to self.
  - c. Underline, carefully and selectively (just key words, phrases)
  - d. Outline chapter briefly in own words
  - e. Flash cards (study only that which you don't know)
4. Studying for Tests
  - a. Don't cram, space out practice
  - b. Chaining (association)
  - c. Maximize senses (recite to buddy)
  - d. Testing is gamesmanship (scout past tests)  
(check notes vs test)
  - e. Study items like the type of test you will take (problems, multiple choice, fill in the blank or essay)
  - f. Warm up effect

### Discuss Worthwhile Topics

Remember that counseling is a conversation with a purpose. Don't let it become a "bull" session. If you allow the interview to become a "bull" session, and you have the time and want to do this - fine, but remember that this is not counseling.

### Limitations

Keep in mind some limitations of the interview situation. Some of your limitations to be considered are your position, rank, age, time available for the cadet, and the nature of your training.

### Closing the Interview

Don't allow the interview to come to a close like an automobile running out of gas. Close on a positive note and be sure that the counselee feels welcome to come back.

After the counselee has left, make notes of your impressions of what happened. Some record should be kept on all interviews. You will be asked to evaluate your cadets at the Prog and at the end of the semester. The sample should help you to decide what to include in your notes.

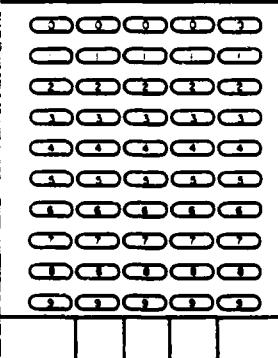
### Follow-up

The counselor should follow up to see if any change has been made in the counselee as a result of the interview, and if a referral was made, a follow-up should also be made with the referred agency.

## PRCG HOW-TO-STUDY EVALUATION

CADET NAME

COUNSELOR NAME



Enter and BLACKEN the  
LAST FIVE digits of  
the Cadet Number.

PLEASE COMPLETE THIS FORM  
WITH A #2 PENCIL.

How many times did you meet with the cadet FROM THE START of this Semester TO THE PROGRESS REPORT? Mark 1 thru 5, if 5 or more times.

DO NOT MARK H

DO NOT MARK H

Mark the first digit of the Cadet's Squadron 0,1,2,3, or 4.

DO NOT MARK H

Mark the second digit of the Cadet's Squadron 0,1,2,3,4,5,6,7,8, or 9.

DO NOT MARK H

DO NOT MARK H

How many hours per week did this cadet study the first time he/she recorded actual study hours?

DO NOT MARK H

1. 0-10    3. 15-18    5. 23-26    7. 31 or more  
2. 11-14    4. 19-22    6. 27-30    8. Don't know.

DO NOT MARK H

DO NOT MARK H

How many actual hours per week is the cadet now studying?

DO NOT MARK H

1. 0-10    3. 15-18    5. 23-26    7. 31 or more  
2. 11-14    4. 19-22    6. 27-30    8. Don't know.

DO NOT MARK H

DO NOT MARK H

PLEASE USE THE FOLLOWING SCALE TO RESPOND TO QUESTIONS A-J:

DO NOT MARK H

1. In all ways satisfied    4. In few ways satisfied  
2. In most ways satisfied    5. In no way satisfied  
3. In some ways satisfied    6. Questions not applicable

DO NOT MARK H

DO NOT MARK H

A. To what extent are you satisfied that the cadet is motivated to remain at the Academy?

A    DO NOT MARK H

B. To what extent are you satisfied that the cadet has made an honest effort to keep appointments with you?

B    DO NOT MARK H

C. To what extent are you satisfied that the cadet is using the program materials as you have requested?

C    DO NOT MARK H

D. To what extent are you satisfied that the cadet is keeping accurate study time records?

D    DO NOT MARK H

E. To what extent are you satisfied with the cadet's military bearing?

E    DO NOT MARK H

F. To what extent are you satisfied with the cadet's leadership potential?

F    DO NOT MARK H

G. To what extent are you satisfied that the cadet is interested in a military career?

G    DO NOT MARK H

H. Overall, to what extent are you satisfied that the cadet will be a good Air Force Officer?

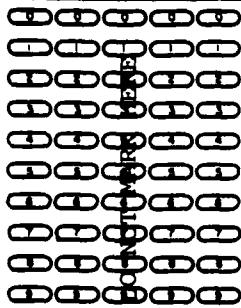
H    DO NOT MARK H

I. To what extent are you satisfied that the cadet has the intellectual capability to successfully complete the academics at USAFA?

I    DO NOT MARK H

J. To what extent are you satisfied that the cadet is working up to his/her capabilities?

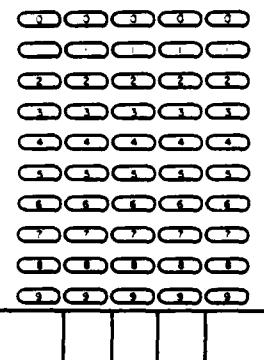
J    DO NOT MARK H



In the blocks to the LEFT, please DARKEN the DAY and MONTH you first met with this cadet during the Academic year.

DAY      MONTH

K. When do you predict that the cadet will next receive a satisfactory prog or end of semester grade report?		K	oooooooooooo
1. This Prog	4. Second end-of-semester		oooooooooooo
2. This end-of-semester	5. I don't predict the cadet will ever receive a satisfactory report		oooooooooooo
3. Second Prog			oooooooooooo
L. What is your recommendation for this cadet?		L	oooooooooooo
1. Retain at the Academy	2. Disenroll from the Academy		oooooooooooo
M. What do you feel is the cadet's primary motive for being in the HTS program?		M	oooooooooooo
1. Improve a low GPA to graduate	4. Please AOC		oooooooooooo
2. Improve a high GPA for Dean's List, etc.	5. Looks good for class committee		oooooooooooo
3. Please advisor	6. Improve study skills		oooooooooooo
	7. Other (Please specify)		oooooooooooo
N. Is this cadet going to remain in the HTS program after this evaluation?		N	oooooooooooo
1. Yes	3. No, the cadet has dropped out of the program.		oooooooooooo
2. No, the cadet has completed the program			oooooooooooo
If "2" or "3" please give an approximate date of your last meeting:			oooooooooooo
PLEASE confine your response to question "O" to the boundaries of the box below.			oooooooooooo
O. Overall, what impact do you think the HTS Program has had on this cadet and what is your overall impression of this cadet?		O	oooooooooooo
			oooooooooooo
PLEASE RETURN TO DFBL/HTS		THANK YOU VERY MUCH	oooooooooooo



END-OF-SEMESTER HOW-TO-STUDY EVALUATION

CADET NAME

COUNSELOR NAME

Enter and BLACKEN the  
LAST FIVE digits of  
the Cadet Number.

PLEASE COMPLETE THIS FORM  
WITH A #2 PENCIL.

How many times did you meet with the cadet FROM THE PROGRESS REPORT  
to the END OF THIS SEMESTER? *Mark 3 thru 3, 3 if 3 or more times.*

0000000000

DO NOT MARK HERE

Mark the first digit of the Cadet's Squadron (0, 1, 2, 3, or 4).

0000000000

Mark the second digit of the Cadet's Squadron (0, 1, 2, 3, 4, 5, 6, 7, 8, or 9).

0000000000

DO NOT MARK HERE

How many hours per week did this cadet study the first time he/she  
recorded actual study hours?

DO NOT MARK HERE

1. 0-10 3. 15-18 5. 23-26 7. 31 or more  
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0000000000

DO NOT MARK HERE

How many actual hours per week is the cadet now studying?

DO NOT MARK HERE

1. 0-10 3. 15-18 5. 23-26 7. 31 or more  
2. 11-14 4. 19-22 6. 27-30 8. Don't know.

0000000000

DO NOT MARK HERE

PLEASE USE THE FOLLOWING SCALE TO RESPOND TO QUESTIONS A-J:

DO NOT MARK HERE

1. In all ways satisfied 4. In few ways satisfied  
2. In most ways satisfied 5. In no way satisfied  
3. In some ways satisfied 6. Questions not applicable

DO NOT MARK HERE

DO NOT MARK HERE

DO NOT MARK HERE

A. To what extent are you satisfied that the cadet is motivated  
to remain at the Academy?

A 0000000000

B. To what extent are you satisfied that the cadet has made an  
honest effort to keep appointments with you?

B 0000000000

C. To what extent are you satisfied that the cadet is using  
the program materials as you have requested?

C 0000000000

D. To what extent are you satisfied that the cadet is keeping  
accurate study time records?

D 0000000000

E. To what extent are you satisfied with the cadet's military  
bearing?

E 0000000000

F. To what extent are you satisfied with the cadet's leadership  
potential?

F 0000000000

G. To what extent are you satisfied that the cadet is interested  
in a military career?

G 0000000000

H. Overall, to what extent are you satisfied that the cadet  
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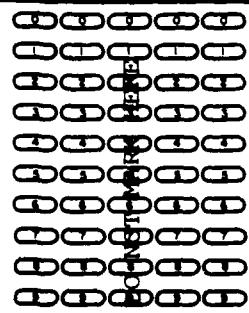
H 0000000000

I. To what extent are you satisfied that the cadet has the intellec- I  
tual capability to successfully complete the academics at USAFA?

I 0000000000

J. To what extent are you satisfied that the cadet is working  
up to his/her capabilities?

J 0000000000



In the blocks to the LEFT, please DARKEN the DAY and MONTH you first met with this cadet during the Academic year.

DAY	MONTH
-----	-------

K. When do you predict that the cadet will next receive a satisfactory prog or end of semester grade report?		K	oooooooooooo
1. This end-of-semester	4. Second Prog		oooooooooooo
2. Next Prog	5. I don't predict the cadet will ever receive a satisfactory report		oooooooooooo
3. Second end-of-semester			oooooooooooo
L. What is your recommendation for this cadet?		L	oooooooooooo
1. Retain at the Academy	2. Disenroll from the Academy		oooooooooooo
M. What do you feel is the cadet's <u>primary</u> motive for being in the HTS program?		M	oooooooooooo
1. Improve a low GPA to graduate	4. Please AOC		oooooooooooo
2. Improve a high GPA for Dean's List, etc.	5. Looks good for class committee		oooooooooooo
3. Please advisor	6. Improve study skills		oooooooooooo
	7. Other (Please specify)		oooooooooooo
N. Is this cadet going to remain in the HTS program after this evaluation?		N	oooooooooooo
1. Yes	3. No, the cadet has dropped out of the program.		oooooooooooo
2. No, the cadet has completed the program.			oooooooooooo
If "2" or "3" please give an approximate date of your last meeting:			oooooooooooo
PLEASE confine your response to question "O" to the boundaries of the box below.			oooooooooooo
O. Overall, what impact do you think the HTS Program has had on this cadet and what is your overall impression of this cadet?			oooooooooooo
			oooooooooooo
PLEASE RETURN TO DFBL/HTS		THANK YOU VERY MUCH	oooooooooooo

CHECK LIST ON THE EFFECTIVENESS OF THE INTERVIEW:

- .. Did I prepare adequately for the interview?
- .. Did I make it possible and easy for the CADET to make full use of the counseling situation?
- .. Did I help to free the cadet from tensions or fears that might block clear understanding and constructive action?
- .. Did I help the cadet to grow in self-understanding?
- .. Was the real problem identified and examined?
- .. Was a possible and satisfying course of action planned?
- .. Were other resources identified and used?
- .. Was the plan of action carried out?
- .. Was the interview followed up?
- .. Was a record made of the interview?

### USE OF PROVIDED SESSION PLANS

Outline plans for each of several types of sessions are provided. These outlines contain (a) one or more goals for each session and (b) the main points that should be covered during the session. Although these outlines appear in numerical sequence in this handbook, counselors naturally must tailor their assistance to the cadet's needs. Therefore, counselors must choose their own sequence of session plans depending on those needs. Counselors will select only those plans which they judge to be relevant. You may want to include some plans as a part of several sessions. You also may want to return to a plan after several intervening sessions. In most cases, a minimum eight week program or ten contact hours will be carried out. Initially you will want to meet your cadets for a full period, once a week. You will later want to see the cadets less frequently and for a shorter period of time.

### RECOMMENDED SESSION ORGANIZATION

Each session with a student should be subdivided into three structural parts. This structure sets the tone for results-oriented sessions which can be very rewarding to both participants, giving them both a sense of achievement.

1. The Opening & Review
2. The Discussion and/or Review
3. The Closing

1. Opening & Review (5-10 minutes)
  - a. This is a warm-up period. Work up to sharing your goals for the session with the cadet.
  - b. Review the last session, and discuss any questions the cadet may have.
2. Discussion & Diagnosis (20-40 minutes)
  - a. Discuss or teach new material.
  - b. Discuss identified problems and techniques to solve or ameliorate.
3. Closing (5-10 minutes)
  - a. Summarize main points covered, agreements reached, and answer questions.
  - b. Remind cadet of time and date for next session.
  - c. Praise and otherwise reinforce successful aspects of the cadet's behavior (e.g., smiles, pat on back, etc.)

#### LOCATION OF FORMS

Throughout this handbook you will see a number forms and worksheets. The How-to-Study Program Office maintains a supply of them. Any counselor or cadet is welcome to take the desired forms as needed. Please return any unused forms which you intend to discard.

## SESSION PLAN 1

Subject: Self-Evaluation.

Goals:

1. To learn about time clock.
2. To evaluate current use of time.

Main Points:

A. Use of time clock.

1. Make an inexpensive "stopwatch."
  - a. Buy an electric clock and an in-line switch.
  - b. Insert the switch close to the clock.
2. Set the clock to 12.
3. Turn on switch when you start to study.
4. Turn off switch when you stop for any reason, e.g., get a drink of water or daydream.
5. Record total time when you stop studying that subject.
6. Set the clock to 12 before starting to study a different subject.
7. A watch with a stopwatch function is very useful when the cadet is studying in the library or similar locations.

B. Record current use of time.

1. Record actual activities on Study and Free Time Schedule.
2. Use the clock or a stopwatch to determine actual time spent studying.

C. Evaluation.

1. Total the time spent studying each subject.
2. Total the combined time for all subjects.

D. Supplemental Notes.

1. Record the major activities in each time block.
2. Don't "fudge" the results - show what really happened.

STUDY AND FREE TIME SCHEDULE

Month \_\_\_\_\_ . Week: \_\_\_\_\_ to \_\_\_\_\_ . No. of study hours planned \_\_\_\_\_ .

time/day								
0700- 0745								
0755 - 0845								
0855 - 0945								
0955 - 1045								
1055 - 1145								
1200 - 1245								
1300 - 1350								
1400 - 1450								
1500 - 1550								
1600 - 1650								
1700 - 1750								
1800 - 1850								
1900 - 1930								
1935 - 1950								
2000 - 2050								
2100 - 2150								
2200 - 2250								

How To Study Program - Academic Material

## SESSION PLAN 2

Subject: Efficient Scheduling of Study Time.

Goals:

1. How to create and use a study and free time schedule.
2. Why a schedule is important.

Main Points:

- A. Factors involved.
  1. Need for effective budgeting of time.
  2. Need for free time and study time.
- B. What is your most efficient study time?
  1. Most people study more efficiently earlier in the day.
  2. Efficiency decreased after about 45 minutes. At that point take a 5-10 minute break.
- C. How much study time? (Make out a realistic schedule.)
  - daily
  - weekly
  - Allow  $2\frac{1}{2} \times$  number of credit hrs/wk for the most difficult course (for a 3 credit course that is 7.5 hours when the course meets 3 times, or 5 hours when the course meets 2 times a week).
  - Allow  $1.5 \times$  number of credit hrs/wk for the easiest course (for a 3 credit course that is 4.5 hours when the course meets 3 times, or 3 hours when the course meets 2 times a week).
- D. First fill in classes and other mandatory activities (see example).
- E. Complete schedule with study and free time activities (see example).
- F. Supplemental notes.
  1. If a cadet does not study in a block so designated have the cadet write the actual activity with a different color pen.
  2. Make sure the cadet plans some recreation on the weekends - and does the activity.
  3. Plans will not be followed exactly. It is important to understand why the plan was not followed.
  4. Many cadets benefit from completing the Study and Free Time Schedule in addition to any other forms which are used.

STUDY AND FREE TIME SCHEDULE

Month Sep. Week: 7 to 13. No. of study hours planned 28 hrs. 55 min

time/day							
0700-0745	Mil Tng	Mil Tng	Mil Tng	Mil Tng	Mil Tng		
0755 - 0845	Mil Stu	Hist	Mil Stu	Hist	Mil Stu		
0855 - 0945	Mil Stu	Mil Tng 710	Mil Stu	Mil Tng 710	Mil Stu		
0955 - 1045	Math	Math	Math	Math	Math		
1055 - 1145							
1200 - 1245	Lunch	Lunch	Lunch	Lunch	Lunch		
1300 - 1350	French	Chem	French	Chem	French		
1400 - 1450	French	Chem	French	Chem	French		
1500 - 1550	BehSci		BehSci		BehSci		
1600 - 1650							
1700 - 1750		Intra-murals		Intra-murals			
1800 - 1850		↓		↓			
1900 - 1930	Dinner	Dinner	Dinner	Dinner	Dinner		
1935 - 1950							
2000 - 2050							
2100 - 2150							
2200 - 2250							

**STUDY AND FREE TIME SCHEDULE**

Month Sep. Week: 7 to 13. No. of study hours planned: 29 hrs. 40 m

time/day	Mon	Tues	Wed	Thurs	Fri	Sat	Sun
0700-0745	Mil Thg	Mil Thg	Mil Thg	Mil Thg	Mil Thg	Sleep	Sleep
0755-0845	Mil Stu	Hist	Mil Stu	Hist	Mil Stu	Parade	
0855-0945	Mil Stu	Mil Thg 710	Mil Stu	Mil Thg 710	Mil Stu	and	and
0955-1045	Math	Math	Math	Math	Math	Sami	church
1055-1145	Math EI	Study French	Math EI	Study French	Math EI	↓	↓
1200-1245	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch	Lunch
1300-1350	French	Chem	French	Chem	French	Nap	C. Springs
1400-1450	French	Chem	French	Chem	French	Study Math	to
1500-1550	Beh Sci	Study Math	Beh Sci	Chem EI	Beh Sci	Study Chem	Shop
1600-1650	Study Math	goof off	Study History	Study Mil Stu	work on	Play	and
1700-1750	work on	Intra-murals	Study Math	Intra-murals	Mil Stu Speech	Tennis	Movie
1800-1850	Mil Stu speech	↓	Study Chem	↓	Study Chem	Study Beh Sci	↓
1900-1930	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner	Dinner
1935-1950	goof off	visit buddies	Nap	write letter	Shine Shoes	Study Beh Sci	Study Beh Sci
2000-2050	Study Hist	Study Beh Sci	Study Math	Study Beh Sci	Study Hist	Go	Study Math
2100-2150	Study Math	Study Math	Study Hist	Study French	work on	to	Study French
2200-2250	Study Chem	Study Mil Stu	Study Chem	Study Math	Room	Arnie's	Study Chem

### SESSION PLAN 3

Subject: Self-Monitoring.

Goals:

1. To learn about self-monitoring.
2. To learn to use self-monitoring for increasing study time.

Main Points:

A. What self-monitoring is.

"The systematic observation and recording of one's own behavior."

B. What self-monitoring does.

1. Provides a person with information for self-awareness, self-evaluation, and self-reinforcement.
2. Provides students with information about progress, quantity, and quality of their study behavior.

C. How self-monitoring works.

1. Daily records of two types of information must be kept.
  - a. Number of hours studied for each course.
  - b. Number of hours studied for all courses.
2. THESE RECORDS MUST BE MARKED EVERY DAY AND SUMMED WEEKLY.
3. A special effort must be made to be accurate and to pay attention to the information recorded. The student must have a "total number of study hours goals" for each week. This goal should be increased gradually each week. The following study goal schedule is recommended:

STUDY TIME GOALS

<u>Weeks in Study Program</u>	<u>Hours of Study</u>
1	15
2	17
3	20
4	22
5	25
6	27
7	29
8	30

**D. Getting Started.**

1. Give cadet blank study time logs or self-monitoring sheets (see samples).
2. Discuss proper use of sheets. Record all hours spent studying. (This does include time spent in EI.)
3. Emphasize regularly that the small amount of time spent in planning a schedule and in recording the results is paltry compared to the gain in time savings that will be realized. Most students actually find they have more time for relaxation than before they self-monitored.
4. Counselors should check these sheets at least every other session.

**E. Supplemental Notes.**

1. Cadets should probably start with either of the Study Time Logs.
2. The Self Monitoring Sheet is most effective to record actual time spent if the cadet has a well established study routine.
  - a. The Study and Free Time Schedule should be continued.

## STUDY TIME LOG

NAME Ann Cadet

**DATES**

7 Sep - 4 Oct

## 1st Week

## 2nd 'Week

### 3rd Week

## 4th Week

Hourly Totals P 35 1/2 A 128 min P

P A

P A

P A

NAME

Amy Cadet

## STUDY TIME LOG

DATES

7 Sep - 4 Oct

Planned/Actual

Course Title	Week	Planned/Actual							Test Scores			
		Mon	Tues	Wed	Thurs	Fri	Sat	Sun	Totals	Max.	Mean	
Math	1st	2 $\frac{1}{2}$ 2	2 90	2 $\frac{1}{2}$ 2	2 45 min 1 hr 45 min	1 hr 50 min	1	1	10 7.5 min			
	2nd											
	3rd											
	4th											
French	1st	1 $\frac{1}{2}$ 1 hr 10 min		1 $\frac{1}{2}$ 2		1 $\frac{1}{2}$ 30 min	2	4 $\frac{1}{2}$ 6	500	286	301	
	2nd											
	3rd											
	4th											
Chem	1st	1 1		2 1 hr 45 min		1 $\frac{1}{2}$ 30 min		2 30 min	6 $\frac{1}{2}$ 3 hr	100	82	64
	2nd											
	3rd											
	4th											
Hist	1st	1 1 hr 15 min		2 1		1			45 min 4	3		
	2nd											
	3rd											
	4th											
Beh Sci	1st	1 1		1 30 min		2 30 min	1 30 min	1	5 $\frac{1}{2}$ 3			
	2nd											
	3rd											
	4th											
Mid Stu	1st	1 $\frac{1}{2}$ 90 min		1 1	1		2 1		5 $\frac{1}{2}$ 3 $\frac{1}{2}$			
	2nd											
	3rd											
	4th											
	1st											
	2nd											
	3rd											
	4th											

Hourly Totals

1st Week  
P 35 $\frac{1}{2}$  / 283 min, 5 min2nd Week  
P / A3rd Week  
P / A4th Week  
P / A

25 min	1 hr 35 min			75 min
55 min	55 min	25 min	45 min	

## SESSION PLAN 4

Subject: Self-Reinforcement

Goal: To learn and use self-reinforcement techniques.

Main Points:

- A. Self-reinforcement is rewarding oneself for good study behavior.  
Self-reinforcement also means to obtain knowledge of results of one's behavior (e.g., recording time involved in study). Knowledge of results is also a form of reward. Rewards can be either covert (self-praise) or overt (watching TV, or getting a snack, or talking to friends).
- B. The basic procedure for self-reinforcement is STUDY → Self-record study behavior → evaluate study behavior → self-reinforce → strengthening of study habits.
- C. When to use self-reinforcement.  
When student meets his or her study goals. Cadets can set "contracts" with themselves. Some cadets benefit from this awareness-raising exercise.
- D. Supplemental Notes.
  1. Make the reinforcement fit the accomplishment, e.g., a glass of juice for completing a daily homework assignment vs. a new record album for completing a term paper on time.
  2. Only use the form to document activities over a long period of time, e.g., completion of a term paper.

SELF-REINFORCEMENT STUDY CONTRACT

Please fill out this page with the required information.

1. Study Goals: \_\_\_\_\_  
\_\_\_\_\_
2. Self-reinforcement (contracted in advance):
  - a. Self-praise thought - \_\_\_\_\_  
\_\_\_\_\_
  - b. Overt self-reward - \_\_\_\_\_  
\_\_\_\_\_
3. Recorded Data: (time spent, pages read, time per course, exercises done, etc.) \_\_\_\_\_  
\_\_\_\_\_
4. Evaluation: (performance compared to goal, or previous performance) \_\_\_\_\_  
\_\_\_\_\_

## SESSION PLAN 5

### Subject: Motivation

#### Goals:

1. Convince the cadet that it is important to do one's best in each course (i.e., to motivate the cadet).
2. Help motivate the cadet by increasing awareness of the learning process through an examination of Bloom's six levels of learning.
3. Help the cadet understand self-motivation techniques.
4. Have the cadet establish one or more reasons to take each course.

#### Main Points:

##### A. Motivation issues to think about:

1. The value of a course is often unrelated to the particular subject details of course content.
2. Motivation can be described as having a reason for doing something.
3. Many college students have problems because they don't know what it means to be a college student.
4. One way to keep interested in something is to become good at it.
5. Establish a purpose, a goal, or an objective for any course you take.
6. Boredom with course material is a major reason for dropping out of college.
7. There is more to good grades than knowledge of study skills.
8. What is an educated person?
9. What do you (or should you) expect to gain from your academic experience at the Academy?
10. What "reward" justifies all the hours of study?
11. Strive to do your best. As a patient, how would you feel if your surgeon "rode the curve" and got Cs in medical school?
12. We often must do things we don't want to do in life. The mature, well adjusted person makes the best of a given situation.
13. Realize that direct job application is not the only valid reason for taking a course.

14. Important jobs go to decision makers, i.e., to people who can think and who understand a broad range of issues.

15. Consider each course as a challenge - a mountain to be climbed.

B. Bloom's levels of learning:

1. Knowledge (Recall) - The ability to recall facts, laws, principles, etc. Examples: a) What is the mission of the Air Force Academy? b) What is the formula for determining the lift of an aircraft wing? c) What do we call the function that describes the overall behavior of a combinational logic network.

2. Comprehension - The ability to (at least) paraphrase information or use it in a simple but slightly new way thus exhibiting a basic level of understanding. Examples:  
a) Explain Newton's Second Law in your own words.  
b) What is the significance of having an aircraft with a thrust to weight ratio greater than one?  
c) If each codeword of a particular code contains four digits, how many unique items can be represented by the code if each digit can take on any of three different values?

3. Application - The ability to select and apply a learned procedure, perhaps to a new situation. Examples: a) Determine the standard deviation and mean of the following test scores. b) Determine the impact velocity of a 10 lb weight dropped from a height of six meters. c) Reduce a Boolean equation using a Karnaugh Map.

4. Analysis - The ability to breakdown (partition) a complicated problem into convenient parts so the structure of the problem is sufficiently revealed to permit a solution to be obtained. Examples: a) Given the interconnected structure of ropes, pulleys and levers shown, determine the force required on lever L to lift a 100 lb block suspended from rope R. b) Determine the volume of the irregularly shaped object in Figure 1. c) Given the interconnected logic network of flip-flops, selectors, decoders and gates shown below, determine the output of the AND gate.

5. Synthesis - The ability to put information together in an original way so as to create something new, i.e., the procedures required for accomplishing the task must be developed. Examples: a) Design a digital speedometer for an automobile. b) Prove the following Boolean Theorem (the theorem is unfamiliar to the student). c) Develop a Karnaugh Map technique which leads to an overall minimized circuit for a multiple output combinational logic network.

6. Evaluation - The ability to make judgments, perhaps requiring the development of suitable decision criteria. Examples:  
a) What is the best air-to-air fighter in the U. S. inventory? Why? b) Given the data below, should company X buy its raw materials from company Y or company Z? c) Given the following requirements, which microcomputer would you use as the basis for an air-borne computer based weapons control system? Why?

C. Write a series of specific goals for each course in each area:

1. Competency

a. types of knowledge to be learned at levels of learning information.

2. Awareness

a. receptive to future potential use.

b. responsive to new ideas

3. Flexibility

a. improve specific skills e.g., reading, writing, attention to detail, thinking skills.

b. broadens future career options

D. Supplemental Notes

1. Review motivational goals several times during the semester.

2. Increased cadet motivation to study can help reduce attrition.

3. Recognize that the academic reasons for leaving USAFA are likely to also exist in some form at any school.

4. Determine a reason to take every course.

5. Relate the objectives of each course to Bloom's levels of learning.

## SESSION PLAN 6

Subject: Listening

Goal: To become aware of techniques to improve listening ability.

Main Points:

### A. Importance of Good Listening Skills

1. Most of your classroom time will be spent in listening to lectures and discussions. In fact, Up to 90% of the typical college student's time is spent listening.
2. Studies indicate that most people listen at about 25% efficiency. In other words, we recall only about  $\frac{1}{4}$ th of what we hear.
3. Other basic skills depend upon good listening habits; note taking, memory, concentration, attention, all are linked directly to good listening.

### B. Definition

1. Listening is more than hearing. It involves the processing of the aural stimuli received into some understandable message. Most theorists describe the process as having the steps of sensing, interpreting, evaluating and responding.
2. Listening is also an active process. It requires effort on the part of the listener. Passivity in listening results in breakdowns in the internal processing. To be active, the listener must attend to the information given both mentally and physically.

### C. Preparing to Listen

1. Each listening situation is somewhat different depending upon the nature of the information, the type of course, the instructor and the environment.
2. The astute listener will prepare himself or herself for these variations mentally before each class period by "getting in step" with them.
3. If a student doesn't have a good idea of what to expect, he or she should spend the first few minutes of the hour trying to determine the instructor's purpose before starting to take notes. The instructor's purpose may be either to inform, to persuade or to entertain. If you aren't "with him" you won't be able to get from the lecture what he wants.

### D. Barriers to Successful Listening

#### 1. Distractions

##### a. Environmental

- 1) temperature
- 2) lighting
- 3) seating
- 4) classmates talking
- 5) instructor's style

b. Internal

- 1) Not interested in the subject
- 2) Being judgemental
- 3) Faking attention
- 4) Reacting to persons/emotions
- 5) Listening for only one type of information (e.g., facts)

2. Physical Condition

- a. Not enough sleep
- b. Slouching
- c. Worried about personal life

3. Note Taking Style

- a. Not adapting to situation
- b. Not listening while writing
- c. Not understanding information; only writing what you hear

4. Wasting the Differential Between Thought Speed and Speech Speed

- a. Speakers talk at 150 words per minute
- b. Listeners can absorb information at 400 words per minute
- c. With this differential listeners are tempted to allow their minds to wander
- d. Astute listeners use the time to review what the speaker has said, anticipate where he or she is going and evaluate the support the speaker uses.

E. How to Improve

1. Most advice takes the form of admonitions: "Pay attention," "Don't be distracted," "Keep your mind open," etc.
2. Be aware of your own limitations. You can do this by keeping track of how you listen in different situations and evaluate why you listen better in some rather than others.
3. Adapt your note taking style to fit the instructor. Don't always try to outline each lecture. Some instructors may be terribly disorganized.

4. Listen for main ideas and try to subordinate facts to the main ideas.
5. Don't allow emotional words to interfere with your comprehension. Make a list of the words that "bug" you (e.g., smack, Yankee, abortion, etc.).
6. Don't waste the differential between thought and speech speed.
7. Be selfish. In every lecture ask yourself the question "What's in it for ME?" Avoid the question, "What will be on the tests?"

F. Additional Information

1. DFSEA has some tape programs to help you learn new techniques for note taking and listening skills.
2. DFENG has a few listening programs available
  - a) Erway, Ella A. Listening: A Programmed Approach 2nd Ed New York: McGraw-Hill Book Company, 1979
  - b) Weaver, Carl H. Human Listening: Process and Behavior Indianapolis, Ind.: The Bobbs-Merrill Co, Inc., 1972

## SESSION PLAN 7

Subject: Memory

Goals: To improve retention capability.

Main Points:

### A. Definition

1. Memory is the ability to receive and store information mentally. There are two distinct types of memory: short term and long term.
2. Most people can remember only 50% of what is said immediately after a ten minute lecture. This retention falls off to 25% within 48 hours.

### B. Steps to Improve Memory

#### 1. Memory Devices

- a. LISTS - The most common form of memorization is to create simple lists based on random ordering of the elements of the list. It is not the most efficient means of memorizing, but for many people it works.
- b. EXAGGERATION - This method of memorization requires some ability to visualize the information. Instead of thinking of the object as normal, try to either make it unbelievably large or small.
- c. MNEMONIC "TRICKS" - This technique works quite well with lists. Put the list in order and then assign a word to represent the first letter of each item on the list. "George Enos' old grandfather rode a pig home yesterday" is one that might help when spelling Geography.
- d. VISUALIZE - If you can mentally picture the object or list, you have a better chance of remembering. When giving directions around the Academy, think of the entire reservation as resembling the letter "W" with the base toward the mountains and you have a picture of the geography of the land. Remember, a picture is worth a thousand words.
- e. REPEAT - This is the oldest method of memorizing and one you probably used during BCT. If you use it in conjunction with others, you'll remember even more.
- f. ASSOCIATE - Try to associate new information with information you already know and it'll be easier to recall. If you already know how to organize an essay, use the same steps to organize a party. Many people do this naturally, when they associate the shape of Italy with a boot.

- g. PICTURE-RHYME - This is a memory "game" to help remember lists. It involves associating numbers with words that rhyme with the number, then drawing mental pictures of items on the list and associating them with rhymed words. One - bun, two - glue, three - key, four - store, five - drive, six - mix, seven - oven, eight - bait, nine - dine, ten - hen. This technique requires a good bit of practice, but can be very useful.
- h. STACK AND LINK - This device requires association, exaggeration and visualization to create absurd pictures you can remember. First you visualize the first item and place it in an imaginary stack, on top of it you place the second picture and so on until you have a complete stack of absurd items you have associated with the real items. The technique requires some practice but is very useful in recalling entire speeches or long lists.
- i. ACRONYMS - Now that you're in the Air Force, you realize how much we depend on acronyms for just about everything - BMEWS, ASAP, BOR, CDB, IP, etc. Make your own to remember lists. HOMES might help you remember the five Great Lakes. CHEM could be your M-day academic schedule (Chemistry, History, English and Math).
- j. NUMBERS - We all have problems remembering numbers. One technique that works is to associate each of the cardinal numbers with one of the ten basic phonetic consonant sounds. Then to remember the number, you create a word of those phonetic sounds and then decode the number: one - the letter t, two - the letter u, three - m, four - r, five - i, six - j, seven - k, eight - f, nine - p and 0 the letter s. The phone number 472-3464 would translate into "Rockin Marcher" with each of the consonant sounds translating into one of the numbers. Of course this technique also requires practice.

MEMORIZATION IS HARD WORK. WHILE THESE TECHNIQUES MAY APPEAR DIFFICULT OR CUMBERSOME, ONCE YOU LEARN THEM IT'S SIMPLE TO REUSE THEM FOR NEW NUMBERS, LISTS, NAMES, ETC.

2. Listen Attentively

- a. Repetition
- b. Don't waste thought-speech speed differential
- c. Be creative

3. Practice

- a. Classroom
- b. Socially (remembering names)
- c. Make games

C. Additional Information Sources:

Lucas, Jerry and Lorraine, Harry. The Memory Book.

Montgomery, Robert L. Memory made Easy.

## SESSION PLAN 8

Subject: Long range plans.

Goals:

1. Identify the need to break tasks into sub-tasks.
2. Need to plan completion dates for sub-tasks.

Main Points:

- A. Major requirements such as GRs and papers can and must be broken down to sub-tasks.
  1. A paper might be subdivided into topic selection, literature review, draft paper, final typing.
  2. A GR might be subdivided into general overview and intensive study.
- B. Completion of the Cadet Milestone Chart (see samples) will facilitate semester planning.
  1. Scratch out inappropriate semester and month headings.
  2. Schedule events as soon as the due dates are known.
- C. Schedule conflicts will become readily apparent.
- D. Supplemental Notes.
  1. Arrange entries in order of due date.
  2. Cross out completed projects after they have been completed.

CADET MILESTONE CHART Fall Semester 1980  
 Spring Semester 1981

Paper, Exam, etc.	Month	Aug/Sept	Sep/Oct	Oct/Nov	Nov/Dec	Dec/Jan
Week	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
English Paper due 7 Oct	Choose Subject Card Catalog Read	18-24 25- 27 28-9				
	Write Paper Show Teacher		9-17			
	Write Final Type + In		18-25 26- 28 1-6			
History Paper due 26 Nov	Choose Subject Card Catalog Read					
	Write Paper Show Teacher					
	Write Final Type + In					
Econ GR 12 Sep	Review		22-29 30-7	8-11		
Mech GR 17 Sep	Review			4-16		

## CADET MILESTONE CHART

Fall Semester 1910  
~~Spring Semester 1910~~

Paper, Exam, etc.	Month	Aug/Sept	Sep/Oct	Oct/Nov	Nov/Dec	Dec/Jan
Week	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4
English Paper due 7 Oct	Choose Subject Card Catalog Read					
	Write Paper					
	Show Teacher					
	Write Final					
	Type & In					
History Paper due 26 Nov	Choose Subject Card Catalog Read					
	Write Paper					
	Show Teacher					
	Write Final					
	Type & In					
Econ GR						
12 Sep	Review					
Mech GR						
17 Sep	Review					

## SESSION PLAN 9

Subject: Stimulus Control of Behavior.

Goals: To learn and use stimulus control techniques for improving study behavior.

Main Points:

A. What stimulus control is.

1. Behavior is influenced by the environment or stimuli around us (desks, tables, people, etc.).
2. If you change your environment, you can change your behavior as well.
3. For example, if a particular stimulus (the library, empty classroom, time log, etc.) is associated mentally with efficient studying, then the stimulus will influence the behavior (i.e., you tend to study efficiently when in the presence of these objects or events).

Evaluate your study places with the Study Locations Evaluations sheet.

4. There are three (3) key variables: time, place and distractions.

- a. Time - Study at regular times each day and try to do nothing but study at these times. Take short breaks (5-10 minutes) at least every 45-60 minutes. Plan to increase study time a little each day until you reach an optimal goal.
- b. Place - Only study at certain regular places (e.g., at the desk in your room or a particular place at the library, or elsewhere). This place should be quiet, comfortable, and well lit. If you start to daydream in this place, then leave it immediately and take a short break. Return to this study place ready to work.

- c. Distractions - Study where noises, disturbances, etc., are at a minimum. This may be the most crucial variable of the three.
- d. Have the cadet discuss time, place, and distractions with you. Review the completed Study Locations Evaluation. (Such discussions raise awareness levels.)

B. Supplemental Notes.

- 1. Sometimes a place must be used for study and other activities. During study time make the place different, e.g., take out an object that is only on the desk during study time.

STUDY LOCATIONS EVALUATION

List the three places where you usually study:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

Indicate whether each statement is true or false for each of your study

	PLACES			
	1	2	3	
1. Other people often interrupt me when I study here.	T   F	T   F	T   F	
2. Much of what I see here reminds me of things that are not related to studying.	T   F	T   F	T   F	
3. I can often hear music, TV, etc. when I study here.	T   F	T   F	T   F	
4. I can often hear the phone ringing when I study here.	T   F	T   F	T   F	
5. I can often hear other cadets "fooling around" when I study here.	T   F	T   F	T   F	
6. I take too many breaks when I study here.	T   F	T   F	T   F	
7. I am especially bothered by distractions when I study here.	T   F	T   F	T   F	
8. I usually don't study here at a regular time each day.	T   F	T   F	T   F	
9. My breaks tend to be long when I study here.	T   F	T   F	T   F	
10. I start conversations with other cadets when I study here.	T   F	T   F	T   F	
11. The temperature at this place is not very good for studying.	T   F	T   F	T   F	
12. Chair, table, and lighting arrangements at this place are not very good for studying.	T   F	T   F	T   F	
13. When I study at this place I am distracted by members of the opposite sex.	T   F	T   F	T   F	
14. I don't enjoy studying at this place.	T   F	T   F	T   F	

TOTALS \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

THE COLUMN WITH THE MOST "TRUE" RESPONSES IS YOUR PLACE WITH THE MOST DISTRACTIONS.

YOU SHOULD PLAN TO STUDY AT THE PLACE WITH THE MOST "FALSE" RESPONSES.

## SESSION PLAN 10

Subject: Self-Instruction (Self-Talk).

Goal: To help cadet learn more appropriate self-instructions and how to apply them in studying.

Main Point:

A. What self-instructions are.

Self-instructions are self-statements or self-talk. People frequently make these covert "internal statements" to themselves. These statements usually involve a dimension of evaluation and a dimension of instruction. Sometimes these statements are functional (adaptive, positive). All too often they are negative and dysfunctional. In a sense, using such internal language "programs" the person to carry out his or her own instruction.

Examples:

(Sample of negative self-statements and positive self-statements.)

1. Negative self-statements:

- a. "I know that studying is useless because I'm going to fail anyway!"
- b. "Studying is just a waste of my time and I have more important things to do."
- c. "The teacher hates me; he or she will probably flunk me, so why should I study?"

2. Positive self-statements:

- a. "I know that if I study I will probably do better on my tests!"
- b. "Studying is not a waste of my time and I'd better get started with it now."

c. "The teacher may or may not like me, but I still have to take tests in the course and studying should help me do better."

B. How to raise awareness about self-instruction tendencies.

1. Ask your cadet to take a few minutes to imagine (form mental picture) he or she is about to study or take a test, etc.
2. Have your student verbalize the self-statements that they have thought of during the above event.
  - a. List self-statements.
  - b. Ask cadet to formulate more positive statements, then verbalize them.
  - c. Ask cadet to again imagine (picture) about to begin studying, testing, etc., and to now employ the new, positive statements.
  - d. Cadets who have difficulty with this exercise may be resisting efforts to change dysfunctional behavior. A very few students normally cannot form "mental pictures."

C. Supplemental Notes.

1. This is not just a silly exercise; it works.
2. The positive statements will foster a positive attitude which will help other activities in addition to studying.

## SESSION PLAN 11

Subject: Textbook reading.

Goals:

1. Know how to use reading time most efficiently.
2. Learn the SQ3R method.

Main Points:

- A. The SQ3R method should be used for every textbook assignment.
- B. Unless it is used all the time, it will not work.
- C. SQ3R Methods
  1. Survey
    - a. Skim over chapter headings and topic headings within each chapter.
    - b. Read summary paragraph at the end of each chapter, if there is one.
    - c. Notice core ideas of each chapter.
    - d. The goal is to help you organize ideas when chapter reading is done.
  2. Question
    - a. Create a question from the first heading.
    - b. This is done to increase curiosity about the chapter and to orient the student - towards finding critical information in the chapter.
    - c. Key words to ask when reading are the basic interrogatives:  
Who? Why? Where? What? How? When?
    - d. What ideas does the author really want to make reader aware of?

- a. Read each chapter to answer the questions that you have developed.
- b. Notice italicized words and phrases.
- c. Were all your questions answered?

4. Recite
  - a. Try to answer the created questions without looking back at the book.
  - b. Use your own words to express your thoughts.
5. Review  
Review your notes.

D. Example of SQ3R

The sample paragraph below is presented to demonstrate the use of Survey, Question, and Read portions of the SQ3R method.

Causes of the French Revolution

Although it has been argued that the reasons for the French Revolution were as numerous as the roots of a tree, there were probably three basic causes of the Revolution. The first cause centers around the emerging French middle class' desire to expand its influence within the government. The industrial revolution had created a potent middle class yearning for power. The intolerable conditions under which they were forced, by the nobility, to live made them ripe for revolution. The third reason had its source in events that happened 3,000 miles away. The recent revolution in the United States quickened within the French their own desires for democracy.

1. Survey - This paragraph is about the causes of the French Revolution.
2. Question - What are the causes of the French Revolution?
3. Read - There were three causes:
  - a. The middle class' desire for power.
  - b. Living conditions.
  - c. The example of the revolution in the United States.
4. Recite
  - a. Try to answer questions asked without looking at book (using own words).
  - b. Can students do this?
    - If they can, they know the chapter.
    - If they cannot, they don't know it; they should then go back over it.
  - c. Another method - use 3x5 cards.
    - questions on one side, answers on the other - provides basis for text studying.
5. REVIEW
  - a. Check over notes that were made.
  - b. Cover up notes and recall major points.

The sample paragraph presented on page 43 is referred to again to demonstrate the use of the Recite and Review portions of the SQ3R.

1. Recite - the front of 3x5 card is used to write a question and the back of the card is used to write the answer.

- a. Card #1

Front - First cause of the French Revolution?

Back - The middle class desire for power.

- b. Card #2

Front - Second cause of the French Revolution?

Back - Living conditions.

- c. Card #3

Front - Third cause of the French Revolution?

Back - The example of the revolution in the United States.

2. Review

- a. Answer the questions without looking at the back of each 3x5 card.

#### E. Supplemental Notes.

1. The SQ3R will initially take more time than other methods such as underlining.
2. The added time is likely to reduce the time required to study for GRs.

## SESSION PLAN 12

Subject: Problem Solving

Goals:

1. Understand a problem solving model.
2. Develop a facility to apply the model.
3. Understand how to benefit from the problem solving experience (i.e., recognize that problems are a self-test of theoretical principles).

Main Points:

A. The Model.

1. Read the problem and write down the given information.
2. Establish exactly what the problem is asking and identify the related principles and theory.
3. From the given information, ascertain whether the problem can be solved directly or whether you will have to generate needed information.
4. If the problem can't be solved directly, determine what additional information you need to know to solve it.
5. Calculate the solution.
6. If solving the problem was difficult, carefully identify and record why (i.e., determine the principles, theories, etc., that you didn't understand, thereby making the problem difficult).

B. Supplemental Notes.

1. Verbalize the purpose for doing each problem (i.e., determine what concept is being tested).
2. Be able to write every step omitted from textbook sample problems (i.e., "read with a pencil").
3. When getting help the cadet should first explain how he or she arrived at each step in the attempted solution.
4. Do not become fixated on a particular solution technique. Look for alternative approaches.
5. Some problems can be worked backwards (e.g., proofs are often more easily derived by starting with the end statement and working towards the input statements).
6. Getting the correct answer is NOT the goal of homework problems. The goal is to give you a self-test of theoretical principles which could be applied to a variety of problems.

## SESSION PLAN 13

Subject: Note-taking.

Goal: To become proficient in note-taking.

### Main Points:

#### A. Myths.

1. Don't take notes, just listen in class.  
(Can anyone remember everything?)
2. Take notes only on a few important points.  
(Many cadets can't decide on what's important.)
3. Reflect a log on lecture ideas.  
(Problem - instructor can leave you behind.)
4. Complain that instructor is poor lecturer.  
(He or she may be, but you still have to take the final exam.)

#### B. Steps to improve skills.

1. Good listening -
  - a. Listen to understand, not refute.
  - b. Stay alert.
2. Orderliness -
  - a. Keep separate loose-leaf section or separate book by course.
  - b. Write legibly.
  - c. Develop simple abbreviation system (i.e., & (and), ... (therefore), b (but)).
  - d. Note-taking format (there are several alternative formats which can be used). Discuss the three formats which are illustrated.

#### C. Supplemental Note.

1. Use different formats for different classes.

NOTE - TAKING FORMAT I

← 7" →

This is the typical "format", i.e., simply writing from left to right.

Formats II and III provide possible alternatives.

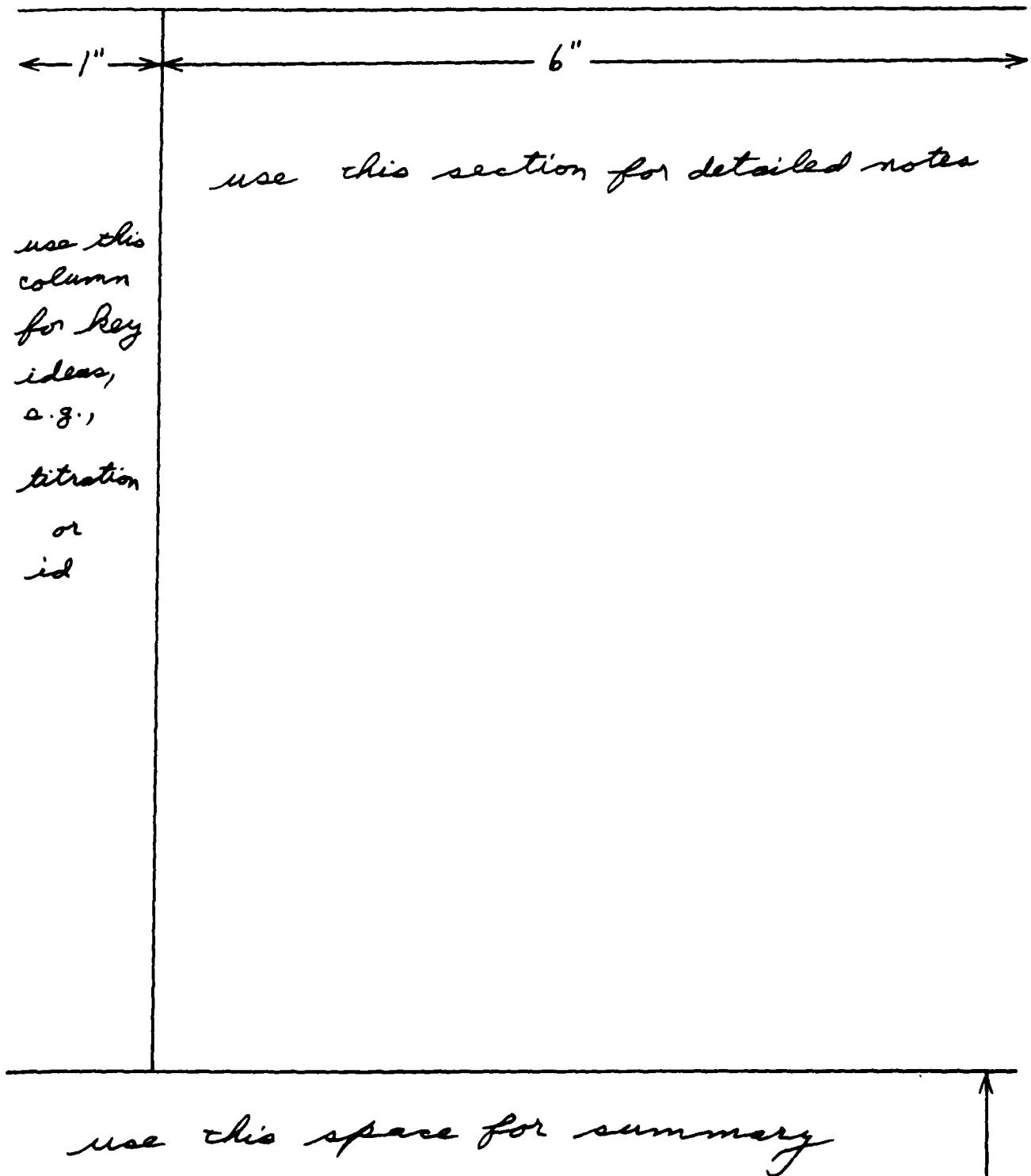
NOTE-TAKING FORMAT II

← 1" →	3" →	3" →
<p>use this column for key ideas, e.g., titration or id</p>	<p>use this column for textbook notes</p>	<p>use this column for in-class notes</p>

use this space for summary

2"

NOTE-TAKING FORMAT III



## SESSION PLAN 14

Subject: Flash cards.

Goals:

1. How to make flash cards.
2. How to use flash cards.

Main Points:

- A. How to make them.
  1. Write questions on one side, the answer on the other side.
  2. Use only one question per card.
  3. Keep both question and answer very short.
- B. How to use them.
  1. Have a frequent review of the cards you don't know.
  2. Shuffle the cards to avoid learning the order of answers.
  3. Start with small groups of cards and gradually add cards to them.
  4. Review them when you have even just a little time, e.g., 5-10 minutes.
- C. Supplemental Notes
  1. The act of deciding what to write on the cards is an excellent review.
  2. Flash cards are a very efficient way to LEARN specific information.

## SESSION PLAN 15

Subject: Test-taking Strategies.

Goal: To learn test-taking strategies for both essay and objective examinations.

### Main Points:

#### A. General Rules for all exams.

1. Make a review schedule - don't cram.
2. Take outlines, lecture notes, textbook notes, and prepare summary of main topics (use 10-12 major subheadings).
3. Take all the facts, details, laws, principles, etc., and organize them under the subheadings developed above.
4. Go over prior quiz papers if appropriate.

#### B. Rules for essay exams.

1. Read all essay test directions with care!
2. Jot down points you recall in relation to the question. (If there is time, attempt to outline.)

#### C. Rules for objective tests.

1. Read the general directions with care!
2. Don't spend too much time on any one item. Return to the item when you have completed the rest of the test.
3. Attack each item, narrow down your choice (if possible, mark off wrong answers).
4. Don't change answers unless you are sure that you know the correct answer.

#### D. Supplemental Notes.

1. Don't depend on the curve.
2. Be (really) prepared.

## SESSION PLAN 16

Subject: Overview.

Goal: To briefly review session topics and techniques discussed with student during first eight weeks.

Main Points:

A. Remind student of all techniques discussed, e.g.,

1. Self-Evaluation
2. Efficient Scheduling of Study Time
3. Self-Monitoring
4. Self-Reinforcement
5. Motivation
6. Listening
7. Memory
8. Long Range Plans
9. Stimulus Control of Behavior
10. Self-Instruction
11. Textbook Reading
12. Problem Solving
13. Note Taking
14. Flash Cards
15. Test-Taking Strategies

B. Remind student of goal of self-reliance.

Closing:

- Questions
- Goodbyes, so-longs
- Next appointment (if appropriate)
- Determine at this meeting whether student desires to continue or drop.  
Mandatorily enrolled cadets should continue for one semester.
- Stop by the How-to-Study Office if the cadet wants more forms after completing the program.

### PROGRAM COMPLETION

There are several guidelines which you can use to determine that a cadet has "completed" the How-to-Study Program. They are as follows:

1. The cadet is studying a minimum of 22 clock hours per week, and
2. There is mutual agreement that there is no need for you and the cadet to meet more than once a month.

Additionally, if the person is a 4C cadet:

3. Try to keep the 4C cadet in the program for a full semester.

PLEASE BE SURE TO INFORM THE HOW-TO-STUDY OFFICE WHEN TO DROP A CADET.

REMEMBER THAT THE GOAL IS TO MAKE EACH CADET SELF-RELIANT.

ANY CADET IS WELCOME TO COME TO THE HOW-TO-STUDY OFFICE TO OBTAIN FORMS OR HELP EVEN AFTER COMPLETING THE PROGRAM.

REFERENCES

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